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AMERICA'S OLDEST MAGAZINE FOR EDUCATORS

The Liberal Position in Education

Samuel Engle Burr, Jr.

The Science Dodgers

R. Murray Thomas

No Room for Tolerance

Joan Lowery Nixon

The Teacher---A Human Equation

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As we go to press . . .

Now that our readers are completely puzzled, we can reveal the answer to the mystery of where our business office-branch editorial office is. The December Journal listed our address at 172 Washington Street, Binghamton, while the January masthead carried our 73 State Street address. Actually, we have moved this office to 172 Washington Street. Our new printer, working on the January number, had the contents page printed before we could notify him of the change. The old printer, still dawdling along with December, had time to change the page.

As in the past, advertising orders, subscription remittances, and all correspondence regarding advertising or subscriptions should go to that office, as well as correspondence on reprints.

Teacher-pupil planning and cooperation, and brotherhood are two main themes of this issue. A number of articles bear on the first theme, including "Teacher-Pupil Planning in Arizona" by John F. Rios; "We Worked Together" by Patricia L. Farrell and Morton Alpren; Gretchen Collins' "Advice to Advisors;" "Stop, Think and Teach!" by Wendell S. Brooks, Jr.; "My Teaching Is Easier Because," and "What's the Use?"

Brotherhood, a topic very appropriate for the month devoted to the memory of Washington and Lincoln, is the special concern of George G. Bruntz's article, "International Understanding CAN Be Taught;" and "No Room for Tolerance," in which Joan Lowery Nixon denounces the snobbishness inherent in that term.

For something on the lighter side, we refer you to Robert Tyson's latest corkerish bit—"A Tentative Determination of the Number of Numbers Already Consumed," etc.; we will have to give up because we're running out of space!

M. C.

NEARLY PERFECT

Every New England village boasts a handy man who can make or repair almost anything. In one village it was Mr. Case. He once fixed a watch. It was going when the owner took it home, but it soon stopped and he brought it back. Then it was that Mr. Case admitted there was one small wheel he couldn't find a place for when he was putting the works together. Maybe he had better try again.

We were reminded of that forgotten wheel when we read what recently happened in the State of New York, where a mild effort was being made to put God into the public schools. The Regents, the Governor, and the leaders of Protestant, Catholic, and Jewish faiths all agreed, for once, that no principle of mixing church and state would be violated if schools were permitted to open with prayer. The forgotten little wheel then turned up. It was the freethinkers. How could they endure having their children join in prayer to God when there was no such being?

A law suit, of course, with appeals that may give the Supreme Court one more headache.

It is difficult enough to get things spiritual into the public schools at any time. The majority of Americans believe He belongs there. His presence in our institutions and the hearts of the people accounts for all that is best in America.

The freethinkers should not be so sensitive. Let them be ready to face other members of society with courage, as those can who are masters of their fates, captains of their neuro-cerebral systems. No one can be a freethinker in a country where God is not respected.

COVETED KEY

A college student who had been elected to Phi Beta Kappa in his junior year was asked if he intended to wear his key. "By all means!" he replied. "The athletes wear their letters, don't they? Scholarship is at a discount around here, and I think I should do what I can to boost it."

This year the more serious upperclassmen in a hundred and fifty colleges of arts and sciences look hopefully for word of their election to Phi Beta Kappa, the oldest and still the most distinguished of honor societies.

It all sprang from a literary and debating society organized at William and Mary College 175 years ago. Three years later that group granted charters to similar groups at Harvard and Yale, and the nation had its first Greek letter fraternity at work on three campuses, ready to award coveted memberships to students of high attainment. Before the society had completed its first century, women were admitted.

"Philosophy the guide of life"—the motto implied by the Greek initials—expresses an ideal that is fully as important today as when the society was established. That was in 1776, and the thirteen British colonies lining this side of the Atlantic were fighting for their newly declared independence. Philosophy, the love of wisdom, is still this nation's foremost need. For unless wisdom is desired, and diligently sought by our leaders, both in and out of college, the deadly machines we have built will most likely prove the undoing of mankind and whatever he has built under the name "civilization."

To strike a balance between the arts and sciences, to keep intelligence in the driver's seat, is so basic to human survival that we should do well to maintain and magnify Phi Beta Kappa and what it stands for. Its 120,000 members represent a mighty force of thoughtfulness operating for the common good.

May the next hundred years add to the prestige and influence of Phi Beta Kappa—not for its own sake, but for the world's sake!

WE ALL PAY

What is the significance of all this corruption in public life that has lately come to light?

It means, for one thing, that the custom of giving government jobs as rewards for political favors puts morally weak men in positions where strong men are needed.

It means, for another thing, that all the honest people are paying extra taxes to make up for what the crooks escape from paying.

It means that too many of our citizens start out like one twelfth-grader who declared he was going into politics "wherever I can make the most money."

It means, again, that the accounts of all public officials should be subject to regular audits.

The nation needs a moral awakening. Too many Americans have financial rackets of their own to rise in indignation against the wrongs that are uncovered.

Thank goodness we can still leave milk on our doorsteps without fear it will be stolen. But there are no tax collectors living on our street.

WANTED: MORE GEOGRAPHY

For the majority of pupils in most school systems of the United States, the formal study of geography ends before high school. In many cases, the subject has been so merged with history or other studies as to offer a minimum of information. Often its inclusion is dependent upon the selection of certain regions, as study units or special projects. The net result is a vast amount of geographic illiteracy.

Two world wars, the United Nations, trouble spots like Korea, Egypt, Iran and others—in fact the very swiftness of communication—make it more essential than ever before that our citizens not only know their world maps, but understand the influence of physical conditions upon occupations and other habits throughout the globe.

Even the states and regions of our own country require consideration by every American.

Teachers of history and current problems are constantly hampered by the fact that their students have no geographic concepts on which to build. Many times pupils are quite unable to picture the location of events or to recognize the map of a territory. The whole earth is one big blur to them.

Where can geography be wedged into the already overcrowded high school curriculum? If only to start an argument, we venture to suggest that geography be made an introductory part of the United States History course required by law in many states. Call it "orientation" and you can get away with anything!

FRIGHTENS CRISIS TIGHTENS,

Much as one may dislike to be an alarmist, the fact must be reiterated that the supply of teachers in this country is falling far behind the demand.

This year the number of pupils in our public high and elementary schools increased by 800,000 to a total of some 26,500,000. Yet the enrollment in teachers' colleges dropped 10.9 per cent, as compared with a general decline in college registrations of but 7.8 per cent. The figures for freshman classes in teachers' colleges were off 16 per cent, or double those for colleges as a whole.

Put the blame where you will. The fact itself is patent and disturbing. Despite the efforts of radio and the press in recent months to stir up the public to the seriousness of the situation, we are not getting the recruits required to carry on our educational commitments.

Salaries in many places have been raised. There must be more of this.

While waiting for salary schedules to be adjusted through the usual slow procedures, we members of the school profession can and should do more than we are yet doing to guide many of our most promising students into teaching as a life work. Few careers offer a more worthwhile or satisfying opportunity to render service to our country.

MOSCOW'S BOOBY TRAP

When Marshal Tito warns the western world that it has more to fear from the imperialistic nationalism of Soviet Russia than from Communism, he expresses his own opinion. Tito himself is an avowed Communist. His borders are fringed with soldiers of satellite nations that may strike at any moment to bring Yugoslavia into the Soviet domain.

The danger from Communism arises from the fact that it is employed as a trap to catch the unwary. Once the people of any country are snared by the false promises of the Communist agitators, they find themselves taken over, their territory virtually ruled by the Kremlin, their government a Moscow puppet.

At the present moment the United States appears to be in little peril from Communism as such. The vast majority of our citizens are awakened to the nature of the Soviet game and are in no mood to be drawn into it. But suppose we should experience another depression—the thing Moscow wants to happen. It would be well, in that event, if all our citizens—especially the younger ones—fully understood the facts of Communism.

The real danger is that our young people may not be taught what they need to know about Communism and Russian political ambitions because there is so much pressure against teaching Communism that it tends to prevent teaching *about* Communism. The two things ought not to be confused. Every child and every adult needs to know as much as possible about any ideology that seeks to supplant our own concept of democracy. Ignorance is no protection. Communism should not be taught to our youth by those who openly or secretly admire it. It should, however, be exposed and its falsehoods brought to light. Note, however, that this teaching must itself be truthful and objective. Otherwise, its weakness will not pass unnoticed by the students, who will then ask: "If both sides are lying what is there to choose?"

Noted Educator Gives Detailed Outline Of His Viewpoint Toward His Profession

The Liberal Position In Education

Samuel Engle Burr, Jr.
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I. The Liberal Point of View

In education, as in other fields, there are three main types of thought — three distinct positions which individuals may occupy. One may incline toward the right side of the road, which is traditional, authoritative, and dogmatic. He may go over to the left, which is radical, rebellious, and original. Or, he may occupy a position which is more or less the middle-of-the-road. This is the position of the liberal and it has certain dangerous aspects. The liberal in education, as elsewhere, is open to attack from both sides. Further than that, liberals are bound by no creed and so they frequently attack one another.

The elements upon which educators may occupy a more or less liberal position are numerous. They include such far reaching matters as aims and objectives, the teacher and the curriculum, subject matter and method, financial support and the design of school buildings.

The liberal educator is not a conformist but he does not make changes without reason. The liberal is not afraid to make changes but he wants to plot the course which his changes may bring into operation. He rejects dictation and dogma but he will not permit liberty to degenerate into license. He seeks to be constructive rather than destructive. He seeks to build upon the foundation of that which now exists rather than to raze all existing structures to the level of the ground, in order to build anew, without any tested foundation from the past.

II. The Teaching of Reading

For example, there is the matter of reading—the teaching of reading as a common skill. Many years ago, nearly all teachers taught reading in much the same way. They reasoned that little children should deal with little things. If it was desired that a child should learn to read a book, then why not break the book down into its smallest parts, for instructional purposes? The book contained chapters. Chapters were made of paragraphs. Paragraphs were groups of sentences. Sentences consisted of words. Words could be broken down into letters. Letters, then, were the smallest elements of reading. So, little children learned the twenty-six letters of the alphabet, in proper order, from a to z. Then they learned two letter words: at, in, by, to, on, and ox. Then, logically, three letter words, by families, as: bat, cat, fat, hat, mat, pat, rat, and sat. Next came larger words, then sentences, then paragraphs. It was a logical development starting with that which was small or simple and proceeding to that which was larger and complex.

Such a procedure became traditional. It was accepted more or less without question. No matter that it produced word-callers, rather than readers! What if it did violate the findings of the educational psychologists? It was the "accepted" procedure and no further justification was needed.

In time, there was a radical revolt against this traditional method for the teaching of reading. The alphabet was disregarded by the revolutionists. They began teaching meaningful groups of words: "the black cat" and "the brown dog" were taught as units and children did not know that each of these expressions contained three words and eleven separate letters. The whole pattern was seen and comprehended at one eye fixation. Gestalt psychology seemed to support the advocates of this change.

Along with this idea of teaching meaningful groups of words came an emphasis on silent reading. Adults do not read aloud and they do not read to one another, the revolutionists said. Consequently, oral reading has no legitimate place in the school, they claimed. What we should teach is silent reading. And, as a result, groups of adolescents passing through the "new" schools came to comprehend and understand printed words which they could neither pronounce nor spell.

The liberal position is between these two extremes. It departs from tradition but it is not so radical as that extreme brand of Progressive Education which has to be spelled with a capital "P."

The liberal sees that an orderly arrangement of the alphabet is a useful thing, so he asks children to learn the letters in their proper order, both forward and backward. But he knows that this succession of letters has little meaning for a child. The two letter words: at, in, by, to, etc., have even less meaning by themselves, so the liberal presents them only in relationship with other words: at home, by the road, to the store, etc. And the liberal retains the teaching of phonics so that children pronounce new words correctly when they meet them. The liberal educator sees full well the value of silent reading but he does not discard the use of oral reading, either. In order to acquire some degree of accomplishment in silent reading it is highly desirable for the school child to do some oral reading, day after day.

III. Adopted Textbooks

Some of the revolutionaries in education decided arbitrarily that adopted textbooks were marks of thraldom. They threw out the basic texts and used only that material which happened to come to hand. They became opportunists. They used children's newspapers and juvenile magazines. They made up their own reading charts and they mimeographed their own stories as a part of their class activities.

The liberal does not agree with such radical procedures. He wants some degree of freedom but it should be freedom within a certain framework. The liberal desires to rid the school of a formal situation in which every second grade child must be reading page 37 in the adopted reading textbook at 9:45 A.M. on October 25, 1951 — but he still wants a basic textbook and a definite period of the school day when reading is being taught. The liberal teacher will supplement the text by using many other books. Reading charts and publications for juveniles will be used also, but the basic work in reading is developed from a text. And the reading period may come at that hour which seems best under the particular circumstances.

IV. The Teaching of History

In the secondary school, the liberal educator has no desire to drop the study of history from the curriculum. Certain radicals have devised programs of study which are purely utilitarian and which either neglect history or subordinate it to "purposeful socializing activities." Traditionalists give history a place of preference and then present it as a formal study consisting of names, places, dates, and events that are to be memorized rather than understood in relationship to one another.

The true liberal is not an opportunist about the teaching of history, either. For example, he would not concentrate on the history of Korea, Iran, and Czechoslovakia in this current year. He very likely would devote considerable attention to the historic backgrounds of those three nations but he would leave much time for other things, also.

The Ultra-Progressive (again with a capital "P") would be inclined to devote full time and attention to that section of the world scene which is prominent in the news at the moment. Some ultra-progressives have been accused of slighting the study of American history—of taking too much for granted the interest of the child in the story of his own people and his own nation.

The traditionalist, on the other hand, has been accused of following a cut and dried curricular offering, year in and year out, with no significant change, without any relationship to the exciting events which may be taking place in the world today. The conservative course of study in history may prescribe that, from the opening of the school year in September until October 12, the study of history shall be a study of Christopher Columbus, his difficulties, his voyages, and his discoveries. And if Hitler's troops happen to be ravaging Poland, Czechoslovakia, Holland, Belgium, or France, still the 9th grade shall study about Christopher Columbus whether they understand the background of current European events or not. The course of study prescribes the subject matter to be used, in such an educational scene—and the course must be followed, whether it seems significant at the moment or not.

The liberal differs from the radical who has no frame of reference other than opportunism. He also disagrees with the fundamentalist who will not depart from a previously approved plan. The liberal does start with a plan and he does maintain a plan. But it is a flexible plan. It is modified and adjusted to meet apparent needs.

V. Maintaining Separate Subject Fields

The liberal school teacher does not abandon the time honored division of education into separate subject matter fields.

The traditionalist systematizes all learning into such fields — mathematics, spelling, history, geography, grammar, composition, etc., etc.— and he separates them from one another into water-tight compartments. This is chemistry and that is biology. This is algebra and that is English literature. This is arithmetic and that is penmanship. Each one of these separate subject

fields can be taught—so the traditionalist says—in a separate period of time, by a formal method, with little or no reference to any other subject matter field.

The revolutionary radical endeavors to jettison all "artificial" distinctions between subject matter fields. He conducts the work of the school in terms of general units of work built around natural centers of interest. In such an educational situation, a group of school children may study "The Conservation of Natural Resources," for a period of six weeks. They may pay no attention whatever to the various subject matter fields from which they draw their materials. When the unit has reached its culmination and another center of interest is chosen for development, these children may fail to realize that they have been using reading, writing, spelling, arithmetic, history, geography, the fine arts and physical education in their work. They may even go home and tell their parents that they no longer have a reading period or a history textbook. And the parents may be moved to protest against such radical innovations.

The liberal recognizes that subject matter fields do exist and he makes them known to the pupils in the school. After all, reading is reading, whether it is a part of a general unit on the Dutch Colonial Settlement or a part of a formal recitation. And the fact that George Washington became the first President of the United States under the Constitution is a fact in history, not in botany or in geometry.

But the liberal, after recognizing that subject matter fields do exist, is willing to step across their various boundaries from time to time, or even frequently. If a fact in arithmetic can be of use in the geography class, why not use it there? If it isn't clearly understood, why not teach it there? Why wait for the arithmetic period to come around in the daily schedule?

The liberal also is willing to depart from the formal tradition in order to combine old subject matter fields and form new ones which are more inclusive and more meaningful. There seems to be no valid reason—in the eyes of the liberal educator—why the various social studies should continue to be compartmentalized. History, geography, economics, civics, citizenship, and sociology should not be so clearly defined that they cannot be put together into a social studies program on almost any public school level from the 5th grade through the 11th or 12th.

Many liberals think that it is not enough to integrate the various subdivisions of the social studies field. They advocate a combination of the social studies with the field of English in what has scome to be called "The Core Curriculum." Such a broad program has met with quite a favorable reception on the Junior High School level of our American public school system.

VI. A Summary Statement

These are only a few of the applications of the liberal philosophy, but perhaps they are strategic ones. Reading is the basic field of study and accomplishment in the elementary school. The core curriculum represents the heart of the Junior High School. Preparation for adult citizenship is one of the fundamental purposes of the Senior High School. In these fields, as in others, the liberal looks for growth and development which are appropriate and significant in the life of our times.

The liberal wants to see the application of liberty without having it degenerate into license. He wants to be pragmatic without being entirely materialistic. He recognizes the demands of child nature without forgetting that children live in communities of adults — and that they soon will be adults themselves. The liberal position is one of maintaining a proper balance between pressures from either side and even from within. The liberal is the true advocate of freedom in education — freedom which is kept within the reasonable limits of a framework of thought which is neither conservative nor radical.

THE PRINCIPAL'S CHILD

My nineteen-year-old daughter was attending a good school of education. Her progress was good but coincidental with a lot of social activities it started downhill. One day a warning letter from the dean arrived.

"Stop wasting your time and get down to work," I angrily told her.

"I'm working hard but I don't seem to make progress in anything but history of education," she replied.

"Listen," I growled. "I'm paying a lot of money to keep you in school. Get down to some hard laborious work on all your subjects. What are you going to do if the dean throws you out?"

"In that case, dad, you really don't have to worry. Society will take care of me."—**Rufus B. Allen, Principal, Perth Amboy, N. J., Public School No. 2.**

NO SMOKING

The World Tobacco Congress opened its annual session last fall on a bizarre note. The more than 600 delegates who attended the gathering in Amsterdam were met with huge signs bearing the legend "No Smoking."

100% REDUCTION

A wife telegraphed her husband from a winter resort: "In four weeks, I have reduced my weight to half. How long shall I stay?" And he wired back: "Another four weeks."

Teacher-Pupil Planning in Arizona

John F. Rios
Phoenix College
Phoenix, Arizona

In his article on Arizona schools, Mr. Rios lists practical pointers for any teacher interested in improving his teaching effectiveness through close cooperation with his pupils.

Patricia Farrell and Morton Alpren relate a unique project in which ninth graders helped fourth grade pupils write good short stories. The teaching of both authors was made easier as a result of the give - and - take discussion among the pupils.

Autocratic teaching can never show our youth the way of living called democracy. As teachers, it is our special responsibility to further democratic living. Our problem becomes one of developing teaching procedures which will equip young citizens to participate in that way of life.

As long as we strive to improve and perpetuate our way of life, teaching methods will continue to change. One of our newest methods is teacher-pupil planning. It seeks to create within the classroom genuine experiences in cooperative living. This improvement process organizes around themes, processes, centers of interest, and problems, rather than around subject matter. In Arizona, pupils are participating more than ever before in selecting their curriculum experiences.

Courtesy Desert Studio, Douglas, Ariz.

THE OLD CHALLENGE between teacher and pupil is eliminated as they work shoulder to shoulder. Pictured is Miss Jeanette Hussey (seated, right) planning a physical education activity unit with some of her sudents at Douglas Junior High School.

The Role of the Principal

The principal's role in teacher-pupil planning is founded in the basic concept of our society. Our nation is great simply because it has been built on the idea of freedom for man in as practical a way as man has known how to fashion it. The tone of our freedom is set by the personality adjustment of the individuals that make up our democracy. Therefore, many a principal in Arizona schools helps improve the educational program by collecting facts, enlisting staff

Courtesy of Hoofbeats Yearbook, North Phoenix High School

TEACHER-PUPIL PLANNING aims at developing initiative. Above, Mr. Orville Hamm, English teacher and counselor at North Phoenix High School, takes a back seat to observe the exchange of ideas in one of his discussion periods.

judgment, and accepting plans for change in terms of judgments made.

In moving in the direction of democratic organization within the school, many Arizona teachers and principals have often experienced a feeling of insecurity. To overcome this, new patterns of teaching have been tested.

Pre-Planning

The job of getting pupils to participate in the hard, intellectual discipline of thinking together with the teacher, requires more detailed planning than do many teacher-dictated assignments.

As a first phase of planning, many teachers select a variety of topics to be suggested indirectly to the students for possible use. A second phase popularly used is the one thought of as stage-setting. Inasmuch as physical surroundings do affect the feelings and attitudes of students, the classrooms are kept attractive. The equipment is made adjustable for the purpose it is to serve: tables, cabinets, and library facilities are accessible.

Another phase used mostly in the large schools includes general group discussion and individual as well as small group study with a good balance between seat work and free movement. In most cases it is of extreme importance for the pupil to have the opportunity to report his progress to the group.

A fourth phase of pre-planning in practice is the one in which the teacher finds some effective means of presentation of the results of the pupils' research. These are usually in the form of written or oral reports, panel discussions, cartoons, graphs, charts, radio skits, interviews, or construction of models of clay, metal, cardboard or plaster.

One further phase of pre-planning is the evaluation of accomplishments provided for by many teachers, but usually made by their respective classes. Various means are used such as check-lists, questionnaires, oral presentations, score cards and rating scales.

Planning in Primary Grades

The primary teachers are with their pupils all day and get to know each child extremely well. They have a rather free hand as to the methods of teaching they use. Since there are no strict departmental areas to limit time, most teachers combine and arrange subject matter as they see fit.

Teacher-pupil planning starts at the beginning of the school year with problems of immediate interest to all the children. This often

includes the best ways of carrying on routine activities, handling messages, receiving visitors, caring for the library, and arranging table displays.

Some units of work are organized around first hand experiences of the children. Where this is so, teachers customarily have a general plan of the units with a wide variety of resource materials to challenge the interest of every child and to involve as many learning experiences as possible.

It has been found that this planning develops skills, knowledge, attitudes, ideals, and social responsibilities through experiences.

Planning in Junior High

Teacher-pupil planning in the junior high schools of Arizona substitutes real learning, by experience, for the appearance of learning by doing what the teacher says. It presents a way for the teachers to enrich and clarify the learning program.

Most teachers meet with many difficulties in the junior high school. Adolescents familiar with regimentation and authoritarian methods often misunderstand any newfound freedom. Good academic students without leadership abilities timid introvert students, and other types which cannot adjust to the group often resent this change which might lower their status. Therefore, many teachers look upon themselves as group leaders, who employ students to develop their own experiences. In order to fulfill this aim, many teachers provide work for the week, use local material, expect and ask for sacrifices, start early, always have a program, provide novelty and delegate as much detail as possible.

This planning makes the pupils perceptive, critical, and appreciative.

Planning in Senior High

Teacher-pupil planning in the senior high schools of Arizona aims at developing initiative and the ability to think independently, both of which are qualities needed by young people preparing to take their places as adult citizens in our democracy.

But here, too, the teacher sees that the planning begins at the level of the pupils' ability to think out problems and to work together co-operatively. For instance, in groups that have not been allowed to share in the responsibility of choosing their own areas, many teachers begin with the simple planning of an occasional field trip.

Co-operative community planning in which teachers, students and adults work together is one logical extension of teacher-pupil planning in the high schools of Arizona. This includes civic improvement, student employment bureaus, Income Tax service, and State Fair Kiddie Corrals.

This program is applicable to any school dedicated to the development of worthwhile social attitudes in its young people.

Conclusion

Several research studies and surveys made in Arizona support the value of teacher-pupil planning. These substantiate the theory that through this method pupils learn the attitudes and skills of co-operative living. Pupils who participate in this plan display better social adjustments, show more consideration of others, are more objective in evaluating results of individual and group processes, and demonstrate a greater willingness to accept responsibility.

Teacher-pupil planning is one of the best known methods of educating our youth for life adjustments.

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Freshmen Pitch In to Give Fourth Graders A Helping of Superior Short Stories

We Worked Together

Patricia L. Farrell
Morton Alpren
Manhasset, Long Island Public Schools

It all started over a cup of coffee. My problem was one of looking for mediums to promote social learnings and more mature behavior while making English more meaningful to a ninth grade class. How could we get youngsters to write and enjoy the task within the framework of a 40-minute period?

Pat (Patricia L. Farrell, another instructor) had an idea. Her fourth graders could well use more short stories, as so many children's books did not meet their interests. Would the ninth graders be able and willing to try their hands at it? The answer was a quick "yes."

The group raised such questions as: "How do you go about getting an idea of what to write?" "How do you write a story?" "How long should a short story be?" "What are the fourth graders interested in?"

A librarian in one of our elementary schools had much experience in the short story field and she was brought in as a consultant, with approval of the class. She helped the children gain security in knowing where they were going.

Plans Conference

Other questions remained unanswered, and the children felt we must meet the other children before we began writing for them. I mentioned that I'd speak with Miss Farrell and attempt to coordinate our work with her class.

MISS FARRELL — My children were presented with the problem of the high school group. Here were people desirous of writing stories for us and they wanted to know what we liked in the way of children's books. We began to analyze what made a good story, and found that the stories most interesting to us were exciting, humorous, and about familiar things. Illustrations were important, too—large and colorful ones.

The high school group had asked us to come and talk over our interest in literature with them. Because of transportation difficulties, only seven of us could go. The children decided that those who could best express their tastes should go. The entire group helped select books to illustrate these tastes.

Pupils Were Timid

They entered the secondary school classroom with mixed feelings. The pupils felt important because they were there to help ninth graders and yet at the same time they were timid because it was a new situation for them.

Mr. Alpren's students asked them direct questions about their story preferences and they answered with a full discussion of their ideas.

MR. ALPREN — The high school freshmen were pleased with the visit. Three students served as secretaries to take notes on the children's interests and a fourth prepared to type and mimeograph forms to guide each writer. One of our pupils had led the discussion and the next session began with an evaluation of strong and weak points in handling the hosts' role.

Reach Agreement

Consensus was reached on points made by two students. One girl said that our questions were too direct and that the children found it too easy to answer with one word. We had not been provided with enough of their thinking. One boy said we could have improved this by better planning. After deciding on a student leader and seating arrangement, the class had seen no need for further planning. I felt that the learning could now take place only through the experience. This approach paid off.

One conclusion reached in the evaluation was that the class had more need to observe the children in their own surroundings. Wouldn't they be more apt to respond to their individual interests in their own setting? This gave rise to the need for administrative cooperation and we were fortunate in this. The principals of both schools would go along. We were able to take twelve students with provisions made to supervise the others. This visitation not only furnished us with information, it succeeded in making the social situation a warmer one and we were able to leave a report of

what we had found the interests of the children to be.

Presented with the list of what we had told them, we re-examined our suggestions and were able to further analyze types of humor employed by authors. We decided to eliminate the undesirable type of making fun of other people. As an example of this, we vetoed the Nicodemus stories.

Back at the high school my ninth graders were ready to roll up their sleeves. It was agreed to write both in and out of class and a small committee volunteered to provide colored illustrations in addition to their writings. At the same time, Christmas week was approaching and one pupil suggested giving the fourth graders a party. The idea was to get to know the children better and to provide a good setting for our first stories. Planning for the party was the quickest and most efficient undertaking imaginable—I guess the stomach is the most common of all denominators.

Miss Farrell's class pitched in by planning and decorating the bulletin boards, buying and fixing the Christmas tree, and making all necessary preparations for serving the refreshments "banquet style."

Received Warmly

We were warmly received and the informality of discussions paved the way for our first presentation of stories. The response of the children made us feel that we were all on the right track, both in skill and attitude growth.

After the holidays we received appreciative letters from the fourth grade group (many of them personal ones) and proceeded to work and tackle individual problems in the writing. Every second or third day, the Valley School principal would ferry a few of our youngsters between schools to read their stories and leave them with the children.

Two months from its inception, the students began to feel that they had realized sufficiently on their story writing abilities. The group was now confronted with a grading problem and they felt that this was not within their province. I turned to Miss Farrell for assistance.

MISS FARRELL — Mr. Alpren had the age-old problem that most secondary people face—that of grading the work of his youngsters. He wanted us to evaluate the stories and grade them as a guide for himself. My children had never experienced grading before and, after explaining to them the meaning of "letter" grades, I asked if they would like to do it. They readily said, "yes." We reread each story together and arrived at a consensus grade on each one. If was then that they learned how difficult it was to mark someone else's work. The mark was a measure of how interesting the story was to them. (Back to the High School.)

Tape Recorded

MR. ALPREN—In bringing the project to a close, I suggested that we tape record the things we learned from the experience. The guide for this was set up by me and introduced as an evaluation of what we had learned in terms of the three areas of writing short stories, working with people, and our class procedures. They were not prepared for this, but almost every youngster participated. Some of the comments follow:

"You can't write for others unless you know what they're like and what they're interested in."

"If Miss Fenner (the librarian) hadn't told us about how to start writing, we might never have been able to do it."

"Stories can be just as interesting shown as a puppet show as when you just write."

"When you're welcoming people to your own place, where they sit and how you begin talking is important."

"We like to be asked to do things — not be told."

"I always thought the Valley was a dirty place."

"The way we did this seemed harder at first but after you get used to doing your own thinking it's better."

"You have to know people well to do anything with them."

"We can be trusted without a teacher always watching us."

"We can solve our own problems together."

Seek Perspective

(The recording had a two-fold purpose. First, it would be valuable for the class to think over what had taken place, to see it work as a whole. Secondly, for purposes of evaluation and growth later in the year, replaying the recording could offer us something concrete to look back over. The class had not only reviewed its own learnings but committed itself to future standards. They were made aware of these purposes before beginning to record.)

In concluding, Miss Farrell and I agreed that our own learning had been increased, especially in the importance of getting people to work together. We realized that we could not implement the type of thinking discussed in this article without administrative accord and staff cooperation. We recognize our inadequacies in supporting this and many other statements in this presentation.

The Science Dodgers

R. Murray Thomas
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Mr. Thomas, author of the practical "Teacher with a Camera" in the October Journal, has contributed a thoughtful article on the declining role of science in the schools today. The author clarifies the true aims of science instruction as he sees them.

Though he believes that the teacher should answer many student queries, Mr. Thomas feels that unless the students investigate many problems themselves, much of the value of science instruction is lost.

In elementary school programs, it is not uncommon to find science treated like a poor relation rather than a real member of the family. In some schools this "poor relation" status is caused by the administrators' or faculty's providing little or no time in the curriculum for science, despite the strong role science plays in modern life. The reasons which these administrators give for such a decision vary:

"If we can do the fundamentals right, we believe we've done our job."

"You really need a specialist to teach a complicated subject like science. If you don't have specialists to do it right, there's no use putting it in the curriculum."

"Our teachers just aren't trained to teach science."

In other schools science loses out for reasons other than the administrative policy. A supervisor recently commented about certain classrooms he visited in nearby schools, "Oh, science is scheduled in the program, all right. But it never seems to get taught in some rooms." Why is this true? Among the prime reasons science instruction is practically non-existent in some elementary classrooms is the teacher's fear of the subject. A sixth-grade instructor has been frank:

"I know it probably isn't right. But I pretty much steer clear of science. We do take up some reading. We have a science textbook, you know. But generally I don't do much with it because science is all so complicated. And after all, they can't expect us to be experts in everything. I've had some very embarrassing experiences with our textbook reading. You know how sixth-graders can ask so many questions. Well, when they read about things like electricity and astronomy, they start asking me questions. They ask all kinds, and, of course, they expect me to answer them. First I tried to answer them or think up as close an answer as I could imagine to satisfy them. But then several times I was caught in disconcerting situations, because some child would have made a telegraph set at home or he would ask his father about what we had discussed, and then he would show that I was wrong.

"Well, that's terribly embarrassing, and the class loses respect for you if you are caught like that very often. So I find it easier to dodge science. At least, this way I don't give them misinformation, and they don't lose confidence in me because I don't know all the answers about science. Besides, I think that ele-

mentary schools are doing a pretty good job if they can teach children how to get along with each other and how to read, speak, write, and do arithmetic. I think science is best left to the high school, especially since it's so complicated."

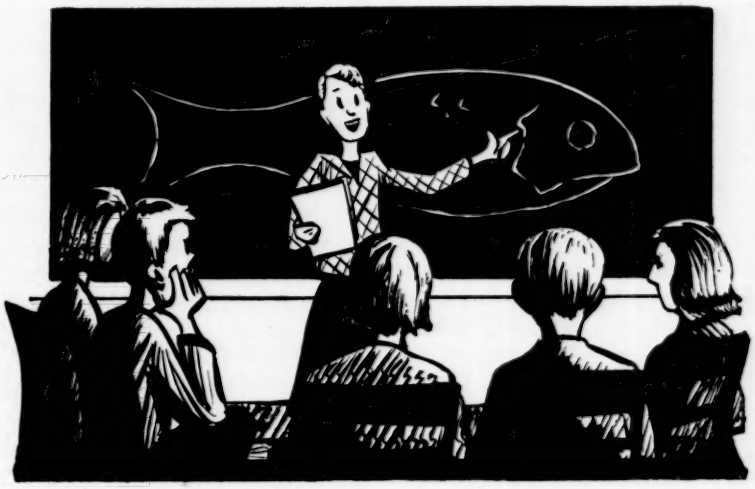
Such an attitude toward science teaching in the elementary school is not uncommon. As in this instructor's case, fear of not being able to answer all the children's questions correctly and fear of the overwhelming multitude of scientific facts in the world cause teachers to "dodge" science in some classrooms. However, using these fears as reasons for ignoring science indicates that the teacher has a distorted notion of his role as a science instructor. When he recognizes what his role should really be, he need not be afraid of doing the job.

Why science? Let us start by looking at the reasons many schools include science in the program; that is, let us see the goals of science instruction.

Although there are many different lists of goals, almost all of them can be included under two headings: (a) orientation to the environment and (b) scientific method. Thus, the teacher in elementary school is responsible for directing the child in:

(a) increasing his acquaintance with his environment for more pleasant and efficient living; the child thereby can learn to control his environment better to fulfill his needs.

(b) discovering ways to solve problems effectively. From his science experiences the child learns to be careful and accurate in his judgments, not to jump to conclusions, and to base his conclusions on reliable sources. In other words, he uses scientific methods in attacking problems.



With these two main goals of science instruction in mind, the teacher now may see that his job is not to be "Answer Man" for the children. If the teacher always gives the students the answers to their questions, he is failing in his job rather than doing it well. Children fulfill the second goal above by trying to find answers of their own with the teacher as a guide. Thus, when a sixth-grader asks, "Do fish really breathe air? Helen says they do," the teacher may well ask, "How do you think we could find a good answer to that?" The students will make suggestions, and, with the teacher's guidance, they will discover the books that will give answers and will find actual fish and examine the gills which enable fish to breathe. In doing this, the students have increased their acquaintance with the environment and have discovered ways to solve problems effectively.

Of course, the teacher often does answer students' questions about scientific phenomena. However, the instructor should remember that much of the science program must consist of students investigating problems themselves with teacher guidance if the goals of science in the elementary school are to be reached.

The effective science instructor is not the "Answer Man." When children are not in school, and therefore do not have teacher available to answer questions, they may well feel lost in coping with problems they meet unless they have been trained in discovering accurate answers. The "Answer-Man" type of teacher makes the children *dependent* on him.

Therefore, the elementary teacher is not expected to be omniscient. He should be a director and coworker with the students in investigating questions about their world. When he says, "For the next few weeks we are going to learn about the animals in our country," he really means *WE,* because he should be part of the group that is learning. If he does not picture himself to the class as "Mr. Know-It-All," he need not feel embarrassed at not being able to answer every question; and the students will usually be eager to bring new ideas for all the class (including the teacher) to learn, rather than being eager to catch the teacher in some mistakes because "he always pretends to know everything."

International Understanding CAN Be Taught

George G. Bruntz
San Jose State College
San Jose, California

"Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed" is more than just a phrase of the preamble of UNESCO. It is a definite challenge to every teacher in America from the primary grades through college. If peace is ever to come to this war-weary world, it must be founded upon the intellectual and moral solidarity of mankind. This in turn means that education must play an important part in bringing about a favorable climate for the solidarity of the peoples of the world.

Desirous of strengthening and developing good relations between nations, a group of teachers in Santa Clara County, California, embarked upon a program of study and planning in order to do a better job of teaching world understanding in the elementary grades. First, they had a professor from nearby San Jose State College give them a course on the United Nations and related organizations. In order to make the course as practical as possible, the instructor asked each grade-level group, from the first grade through the eighth grade, to work out a unit on "International Understanding" that could be used by them.

Units Developed

The result was that a complete set of units was developed for every class in an eight-grade elementary school. These were actually tried out in their classrooms and revised and edited. The combined units were then sent to the office of the county superintendent where copies were mimeographed and made available to other teachers.

An inspiring challenge to the teachers of America is offered in this article by Professor George Bruntz. He offers his blueprint for achieving international understanding, which he says is a necessary accomplishment before peace can come.

Miss Nixon hits hard at the concept of tolerance, which she charges is a snobbish word and idea. She offers appreciation as a more valuable aim for the teacher.

The most interesting thing that developed from this work was not so much the units that were developed but the fact that the teachers discovered how much material is available and how easily it can be obtained. No teacher need worry about material. Let us suppose a fourth grade teacher wants to teach international understanding through geography, industry and culture of the various people of Latin America. Every steamship company and every air transport company that routes to countries of Latin America will be more than glad to supply beautifully colored posters, maps, tour guides and even motion pictures or film strips on many of these countries.

The consulates of the various countries in our large cities are a gold mine for material which they will supply free of charge. Many countries also have "Information Services" in America and these centers will supply material. The United Nations Information Service is very helpful, as is the U.S. Office of Education in the Federal Security Agency. Then, too, your own National Educational Association is able to supply material for practical teaching purposes.

Teachers' Opportunity

The second interesting fact that developed from this work is that every teacher can do much more than she realizes for the betterment of international understanding. A third grade developed a culminating program after studying about peoples in other lands. The children collected songs from the countries of their ancestry. They found out about the chief crops of their country as well as the foods. They learned about the schools and customs and habits of the people. They made costumes similar to the festive costumes of the peoples in these different lands. Parents and friends were invited to their room on a certain afternoon when they sang the songs, told about the people, and wore the costumes of the country of their ancestry.

One important point stressed, and which should be remembered,

was the SIMILARITIES between the peoples of the world, rather than their differences.

One eighth grade teacher got her principal to use the United Nations as the theme for the graduation exercises. The eighth graders studied the United Nations and its related organizations for weeks before graduation. They studied the geography, the cultural pattern and the economic interests of the nations of the world. They developed their commencement program around the theme of "International Understanding." A large U.N. flag was hung behind the outdoor stage where the exercises were held. Other appropriate posters and decorations were employed to advantage. As part of the program the graduating class held a panel discussion in which some members played the part of "isolationists" and the rest of the class gave reasons why we should be interested in international affairs. The isolationists were finally convinced that they were wrong and expressed their determination to do all in their power to help bring about better international understanding.

It is not necessary to have a definitely planned unit on international understanding to accomplish the purpose as set down in the UNESCO preamble. Every teacher, every day and during every subject can help to build friendly relations between nations. On the school grounds and during play periods, opportunities arise for the cultivation of an attitude of cooperation and appreciation which can cut across national boundaries. For the alert teacher the field is wide open and the sources of information are numerous. Every teacher needs only to accept the challenge and do her part so that the defenses of peace will be built in the minds of the generation under our guidance and direction. This is the best hope for a peaceful world.

NO ROOM FOR TOLERANCE

Joan Lowery Nixon
Los Angeles City Schools
Los Angeles, California

I don't teach tolerance in my classroom, and I don't want my own child to be tolerant.

Tolerance is a snobbish word. It denotes a patronizing attitude toward one less fortunate or less gifted than oneself. I don't want the youngsters I am responsible for to tolerate each other. I want them to appreciate each other.

Children are remarkable little beings — bred without prejudice of any kind. Any dislikes they may have for the race or creed of another are taught to them, consciously or unconsciously, by their parents or by other adults who influence their receptive minds.

In my kindergarten class there is no discrimination. White child plays with black child, Oriental with Caucasian. They share with one another, they enjoy one another, because they are too young to understand that one of them is considered "superior" while the other is not.

"Tolerance" Acquired

There is no tolerance in the kindergarten. Five-year-olds not only do not know the meaning of the word, but they have never experienced this emotion. To them a friend is a friend. There are quarrels, but these are forgotten in a matter of minutes. Perhaps that is why children are constantly receptive to new ideas from child and teacher alike, why they put all their energy into what they themselves can give — because they are too young to have been told they must be tolerant.

When I was studying to become a teacher there were many intelligent, personable young women in the classroom with me, women who understood children, who loved teaching. Some of them were of Negro ancestry. Many of these graduated, received their state credential, but were given positions in schools in which the children were also of the Negro race.

Raps Parents Ideas

A great number of parents, while teaching their children to be "tolerant," would be horrified if their child had a teacher whose color was different from their own, even if the woman or man had all the qualities which go to make a good teacher.

Perhaps this is why I will not teach tolerance. Perhaps this is why I do not want my own child to be tolerant. I want all children to appreciate, not tolerate.

I wish my child, when she is old enough, could go to a school which is now nothing but an ideal.

In this school my child would

(*Continued on Page 68*)

Effective Personal Relations Viewed As Basis of Democracy's Strength

"Human Relations" Are for Children, Too

Robert F. Topp
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As most people should know but do not, democracy is not a form of government or a manner of living unless it is first a way one person views another. Successful democratic interaction is synonymous with good human relations at all levels, for anyone who is not imbued with that philosophy has little respect for the collective rights of citizens and one who does not hold that viewpoint has little respect for the person with whom he associates.

Yet, consideration for the personality of every individual one meets is fundamental to fruitful living. Many a parent, teacher, or other adult prides himself on his unalterable support of democracy in government but fails to apply its essential characteristics to his relationships with people he contacts in everyday association. Respect and thoughtful regard for personality rights at the face-to-face level are prerequisite to effective association; unhappily, they are often lacking.

Despise Inferiors

It is quite common for adults (but not for children) to give careful attention to the effect they create as they associate with others who are their equals or their superiors, but to fail to exert equal effort toward harmonious interaction with those they view as inferior to themselves. The businessman smiles at the banker, the bookkeeper at the boss, the teacher at the board member; but few, figuratively speaking, smile at the office boy, the apple vendor or the child. In this instance, it is the child who concerns us most.

In spite of all the attention he seems to receive, the child often is not treated in accordance with ideas of good human relations. He lends no money, has little wisdom, is unimpressive in stature, has little social prestige, and can retaliate with only mild effect against one who offends him. Adults unconsciously fall into the habit of ignoring the sensitivities of children. This is an unfortunate state of affairs, for children's personalities merit the same esteem accorded any "important" adult; perhaps even more. To our discredit as parents and educators we occasionally forget that the child is entitled to the same genuine regard that exists among mature individuals. Within the limits of his ability to participate—and these limits are much broader than most people think—each child has the right and the privilege of functioning as a bona-fide member of our society.

Many people will object to the preceding statements. It may be disturbing to them to read that the child, who so often is the "apple of his parent's eye" and the object upon which schools are "centered", is discriminated against in his associations with adults. Such an objector might ask, "But what about doting parents and self-sacrificing teachers who treat the child as though he were a king? Are not these adults providing the child with more than his share of rights and privileges?" Not only would the response be a vehement "no," it could further be said that the attitudes of adults who give in to each whim of a child are the antithesis of democratic human relations at the person-to-person level.

Cites Williams

A story by Ben Ames Williams included in his book, *The Friendly Village,* is illustrative. It is about a husband who lost his wife at the birth of a child and unconsciously blamed the child for her death. When he found it necessary to take over the upbringing of the boy, he seldom reprimanded or corrected him, but permitted him to grow into a selfish, inconsiderate adolescent who was completely disliked by everyone who knew him. Fortunately, a physician friend of the father pointed out that he was subconsciously blaming the boy for the death of the mother and that he actually hated the child for his part in her death. The insight gained, plus additional information that the death of the mother could not have been attributed to the child, caused the father to revise his attitude toward the boy. Having learned that

he could love the child, he began to take a realistic viewpoint toward his development and to provide the proper direction and discipline.

Provides Example

Perhaps few overindulged children are treated that way for the same reason, or recover as quickly, but it provides a useful example. Oversolicitous, overindulgent, or overprotective behavior on the part of an adult toward a child, regardless of the cause of the adult's actions, is apt to establish attitudes in the child which will not permit him to accept the responsibilities of democratic living. Nor will he at adulthood be capable as a parent or as a teacher of association with his own children or pupils in a truly humane fashion.

A second question might be asked in reference to the statement that many adults fail in their relationships with children. "What about the parent or teacher who is firm, but just; who makes a point of calling the children in on decisions?" Here again, it is possible that essential ingredients of wholesome human relationship are lacking.

Such standards as "firmness" and "justness" are, after all, set by the adult in charge. Adults may differ not only with each other in defining that type of treatment, but they are likely to differ with the children even more, particularly if they lack insight into their reactions. As for the frequent attempts by teachers and parents to call upon children for opinions relating to action affecting them, quite often this is a superficial process, thoroughly understood as such by teacher and pupil alike. What often happens is the adult may subtly "stump" for his preconceived notion of what should be accepted, or the children may be permitted a word in nonessential matters only.

Patterns Followed

When teachers react negatively toward individual children in their classes, they tend to follow similar patterns. Their subconscious rejection is likely to be even more deeply hidden, and as a result they often have elaborate "reasons" for each act of that nature. John cannot go out to recess because he did not apply himself in arithmetic; Billy is not to be up to bat because he ran, instead of walked, across the road to the ball diamond; Nancy shouldn't take the lead in the play because her work has been poor lately.

Likewise, teachers who are inclined to reject children in their classes find opportunity to assign them disagreeable tasks, or to embarrass them before their friends by placing them in ridiculous or psychologically difficult situations. In spite of all efforts to maintain an impartial attitude, it is the rare parent or teacher who can control his emotions so securely that he does not consciously or unconsciously treat children with varying degrees of consideration.

Most teachers have had the experience of reminiscing and in the process becoming aware of some injustice or maltreatment they had imposed on a child. They may be able, to some extent, to analyze the motives that prompted their action. In the more obvious cases it is likely that the teacher determined to make amends and to treat the child concerned with more tolerance and understanding than previously. But for every case recalled, it is more than likely that many less obvious incidents were forgotten. It is almost certain that the teachers involved did not have sufficient understanding of their own complex motives to identify correctly the intricate differences with which they approached each child.

This creates quite a quandary: conscientious teachers wishing to maintain the most wholesome human relations possible but incapable of thoroughly understanding and controlling their own actions. The phenomenon is not restricted to teachers or parents; any person finds difficulty separating his real (and perhaps subconscious) motives from his ostensible motives.

All May Lapse

Although the severely disturbed teacher certainly cannot associate with children in the classroom without destroying desirable interrelationships, we cannot conclude that those who are emotionally sound are free from such lapses. Often a teacher may have a "blue Monday" or a day when personal worries cause his "tolerance level" to be unusually low. Under those circumstances, unless the teacher is exceptionally well controlled, his pupils are likely to receive somewhat different treatment than is usually the case.

Whether it is termed "indirect aggression" or whether it is described as simply "taking it out" on a convenient scapegoat, the shift of a teacher's emotion from the actual case to the children is not unusual. Just as the man who is perpetually oppressed by a tyrannical boss may discipline his children with undue severity, the teacher who is frustrated in other areas may give vent to his emotions in his handling of the children. There are many situations occurring in everyday life that frustrate even the most emotionally healthy people.

Recognizing that people do not exist in isolated blocks of time,

but that events in their lives have continuity and integration which affect each subsequent activity, it can be seen how difficult it is for the teacher to separate happenings in the school day from disturbing situations developing outside school. Financial worries characteristically provide serious problems for teachers while other personal problems often add to the teacher's load.

The job of teaching, itself, has certain aspects which tend to cause the teacher added concern. Unnecessary restriction of personal activities; pressure by parents, school board members and school administrators; burdensome extra teaching duties; and a number of other conditions peculiar to teaching may affect the emotional health of the teacher. Such problems are much more common than might be supposed and are apt to influence the teacher's approach to his pupils.

Still Another Cause

Still, if we ignore all outside concerns which might affect the teacher's attitude toward his pupils and eliminate the possibility of chronic emotional conditions, there remains another influence which tends to cause teachers to neglect human relations in the classroom. This is the influence of habit and routine. For some unknown reason unless it be the very routine of work, itself, teachers fall into customary ways of treating children which many times are injurious to their adjustment. There is some possibility that these undesirable practices are passed on from generation to generation of teachers as part of the accepted role of a teacher. Many examples can be given but to cite only a few:

1. Remarking about a child's physical or mental qualities, often in an unsympathetic manner. Thus, "John, why don't you do something about that acne?" "Alice, sit up straight, you look like a hunchback!" "Billy (catching him by the shoulders and turning him around), you do *not* walk in front of people who are conversing."

2. Placing the pupil in embarrassing situations before his associates. For example, selecting a student in a mathematics class whom the teacher realizes does not understand the process being discussed and asking him to go to the board to demonstrate the mathematical process. Or, calling upon a child who is obviously unprepared and cross-questioning him before the group to demonstrate how little he knows about the subject.

3. Questioning a child about intimate family affairs or discussing with him family difficulties about which he is reluctant to talk.

4. Ignoring a child's attempt to contribute to discussion because he seldom provides worthwhile information.

If we can accept the premise that most of us make errors in the handling of children because of our own emotional instability, because of transference of personal problems to our jobs, or simply because of habit, it would seem that we should initiate preventative measures which might improve our relations with them. Some suggestions of this nature are given below:

1. After the teacher has had a thorough examination both physically and psychiatrically, he should put into practice any recommended therapy until handicapping conditions are eliminated.

2. Recognize that a great deal of effort is required to prevent personal problems and their accompanying emotional states from affecting relationships with children.

3. Look upon each child as an individual of value, not only to himself but to society.

4. In general, apply to each action affecting children the test of whether the action would be acceptable at the adult level.

5. Be aware of individual personality differences among children, especially in respect to sensitivity to slight or reprimand, social adjustment, emotional functioning, intellectual capacity, and scholastic ability. (This is not to imply that children should never be reprimanded or frustrated in any way; it is to mean that the reprimand and direction should be appropriate to each child's personality.)

6. Make certain that your efforts toward the establishment of democratic procedures are not false. Children are not capable of participating in some decisions, but they are capable of understanding why such decisions are made. They are fully capable of taking part in making many other decisions, and should be given the opportunity to do so.

7. Judge carefully the level of social and intellectual ability of your pupils so that you neither talk to them condescendingly nor expect too fine discrimination in meanings.

8. View children as real and worthwhile friends whose respect must be earned, not by coddling but by treating them in accordance with the responsibilities and privileges appropriate to a member of society of their age.

The history of education has taught us children are more important than subject matter. With proper attention to our own well-being and with thorough consideration for the essential meaning of human relations in a democracy, we can accomplish the important objective of bettering human relations in our classrooms.

The Teacher--A Human Equation

Benjamin J. Novak
Murrell-Dobbins Vocational-Technical School
Philadelphia, Pa.
Lecturer in Secondary Education
Temple University

If the embodiment of the Divinity is required anywhere, it is in the person of the school administrator. He must have a comprehension of all phases of the educational process, besides being an efficient executive. He has to be able to deal sensitively and effectively with students, teachers, parents, and many other personalities. Skills in research, knowledge of school law and finance, foresight, physical stamina, and emotional resilience are all necessary attributes for the successful administrator. The balance wheel of this personality on whom are made such countless demands of knowledge, wisdom, strength, and energy must necessarily be the union of a sound, forward looking educational philosophy with a practical and vigorous philosophy of life.

Administrators being mortal, it is not to be wondered that there be the accompanying human deficiencies. It is scarcely to be expected that in one person will there be found an equal or proportionate development of all the qualities enumerated. Human beings are possessed of a combination of strengths and frailties. It generally follows that the strengths tend to be exploited, and the weaknesses neglected. Hence, we have the administrator noted for his wizardry in school building. Another is a strong leader in community affairs. Elsewhere there is one who is superb in school finance. Still another is a legislative authority.

A short "guidebook" for administrators in their relations with teachers is provided in this article by Benjamin Novak, lecturer and author. Mr. Novak points out the importance of the administrator's thoughtful consideration of the human side of his teachers.

Deals With Personality

The professional educator in any capacity deals fundamentally and inescapably with human personality. In this direction the administrator must be outstanding.

It has been reiterated ceaselessly that the purpose of the school is to render maximum service to *each* and *every* child. In developing the child and his personality, the administrator's chief resource by far is the teacher. The faculty should of course be the best available, in terms of preparation, experience, personality, interest, health, and all the other requisites. Once the teachers are employed, the administrator must develop whatever potential is inherent in his faculty. Teachers are not altogether different in their needs from younger people. Students need to be encouraged, be given recognition, and otherwise made to feel that they are an accepted, important and appreciated member of the group.

In contrast with the student, the teacher should have developed a greater resourcefulness, more inner strength, a more resilient philosophy of life, and greater emotional stability. The teacher is not, however, a completely self-sufficient, impersonal automaton, nor is any human being. The administrator who says that the teacher is a worker paid a salary to do a job, and therefore does not need recognition or attention is displaying a lamentable, unpardonable ignorance of human nature. Some administrators say that they do not intend thus to "cater to" their teachers. The human personality cannot be so lightly dismissed.

Needs Guidance

To some extent there has been an appreciation that the young, inexperienced teacher needs help and guidance. Often there are roster adjustments, intelligent and sympathetic supervision, in-service seminars, provision of social opportunities, aid in securing housing, etc. The assistance given the new teacher is by no means adequate in many schools, but there at least is a more or less general acceptance by administrators that the need exists.

What about the established teacher who has weathered successfully his initiation to teaching? He properly forms the back-bone of the staff, on whom the administrator leans for a job well-done. After the initial momentum generated during the first several years of adjustment to the new scene has ex-

pended itself, whence comes the motivating power? Basically it should reside in the satisfaction to be derived from witnessing and assisting in the development of young people. Faculty spirit, momentum and morale, however, need constant attention by the administration. The human equation is dynamic; and unattended never remains of its own accord in a state of equilibrium.

The successful teacher needs to be developing curricula, doing practical research, growing personally and professionally, improving teaching techniques, sustaining health, and maintaining morale. As in any other continuing human relationship, the administrator can never take the teacher for granted.

Do you get to see and encourage professional achievement of your faculty by good teaching, educational excursions, professional writing, committee membership, and by guiding the course of study development? A word of appreciation to the teacher or one dropped occasionally in the hearing of others, serves mightily to reinvigorate and cause him to feel that his efforts are still counting for something. Few administrators realize the extent to which the majority of their teachers hold them in respect, and, given the chance, in actual devotion. A kind word from the "boss" or "chief" counts for much.

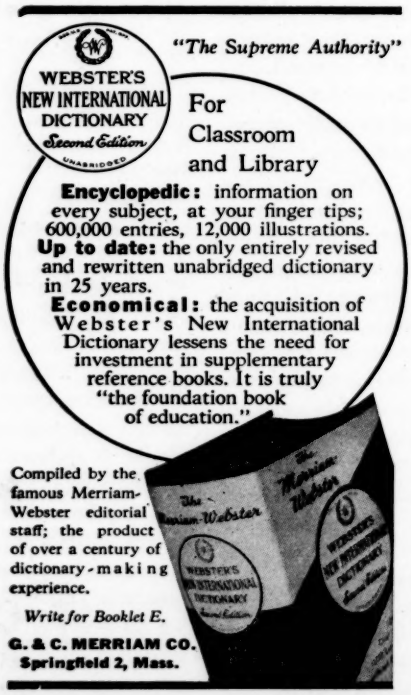
There must at times be constructive criticism. When the teacher has been busily serving the school well, with no apparent awareness on the part of the administration, it comes as a shock to be greeted with "I have a bone to pick with you," then be lectured or "bawled out" for a shortcoming of greater or lesser importance. Morale under these conditions is sure to drop. Criticism can be more graciously accepted when the good qualities of the teacher are known to be appreciated, and he is made to feel secure and accepted personally. There should be opportunity to explain both sides of a question. The criticism is best offered in a spirit of helpfulness and objectivity in an atmosphere of calm and privacy. The position may be taken that some teachers are too sensitive and must learn to take criticism. This may in a few cases be true. Do not overlook, however, that even a thick looking "hide" usually is not impervious or insensitive.

Must Be Discerning

An important factor in the morale of the teacher is the discernment by the administrator of changes in health and energy output, signs of worry, and other symptoms of personal stress. If he enjoys the trust and confidence of the teachers he often can be of considerable help. This function is much more difficult in larger schools and systems.

Possibly the greatest test of the administrator is how he encourages and accepts the promotion of worthy members of his faculty. The teacher who moves on with the support of his administrator has the promise of providing good administration which should react to the advantage of many students. Furthermore, the good relationship with his former administrator will cause his interest in the school he has left to be warm and continuous. Conversely, the administrator has no right to "play favorites" and show partiality to his friends.

In conclusion, it may be repeated that the administrator is inhumanly busy and has too much to do. If something must be neglected, it can least afford to be his responsibility for the morale of his teachers.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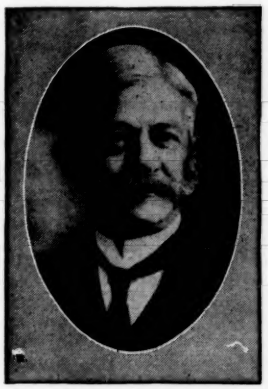

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Advice to Advisors

Homeroom Advisor Described as Parent-Teacher-Educator-Friend

Gretchen Collins
Evanston Public School
Evanston, Illinois

You have been asked to be the homeroom teacher or advisor for a group of about thirty adolescents. You may have one period a day from fifteen to fifty minutes in length in which to recognize, scrutinize, and socialize these thirty different personalities. You are supposed to coordinate, demonstrate and integrate with either the curriculum, the children, or your colleagues. You are expected to maintain a pleasant permissive atmosphere, an esprit de corps, a spot for both quiet study and spontaneity. You play the role of teacher, counselor, parent, spectator, disciplinarian and friend, yet remain uninvolved emotionally. You are the link between the school and thirty homes in your community.

You are the one to whom the adolescents turn with their problems and who must see that their behavior doesn't turn them into problems. While functioning as a group leader, you must be thinking of each child. When asked to make a recommendation about any one of these thirty unique individuals, you must have at your fingertips information concerning his home, habits, health, personality, academic achievements, interests, needs, abilities, and social adjustment.

Incredible but so interesting! The challenging position of advisor to adolescents calls for ingenuity and resourcefulness. Whether in a large departmentalized system or in a one-room school, there are hundreds of advisors succeeding in their relationships with adolescents. These advisors have shared their thinking and observations via publications, conventions, workshops, and personal plugging. Some procedures tried successfully in your school or ours may help another advisor know what he can do with his youngsters, how he can proceed.

Short-Cuts Listed

What are the short-cuts for the busy advisor?

To have capsule information on each advisee close at hand, it is helpful to keep a card file prepared before school opens. The information necessary for these cards may be taken from cumulative records, health cards, office files, or previous test data. The card should list such things as any deviations from the normal in health, home, habits, and personality. A space is also left for teachers' comments on behavior and personal and social adjustment. A section for listing "special needs and abilities" is also useful. A few lines should be reserved on which to list parent and student reactions after the conference.

Summary Kept

A brief summary of the pertinent facts regarding each child is thus on hand. To keep it short, advisors should agree on arrangement of cards and abbreviations to be used. Cards used by the home room teacher should be passed on the following year to the child's new advisor. After the system is in effect one year, much less work is involved. If the advisor continues two or more years with her group, she can clip cards together for further recording. Because of the type of information recorded, a teacher should keep the cards locked in her desk.

Perhaps this sounds like useless work. How often you would find yourself glancing at these cards either to check a hunch, to understand your advisee early in the fall, to record briefly a revealing statement, to get data for the office, to help in programming, or to uncover group weaknesses academically or socially. An advisor doesn't always have time to run to the office for the student folder if a parent or another teacher drops in for advice about a child. The cards are means of individual recording that is valuable to grade school teachers in helping parent and pupils think about high school programs, in holding teacher conferences concerning any student, in planning club or extracurricular activities with each child and in working out homeroom programs. The idea of a homeroom card file may sound worthwhile to you; the method of recording should be developed to fit your needs. It need not be adopted by all the homeroom teachers; one or two may want to experiment with it for a year to determine what information is useful.

Other Timesavers

There are other short-cuts to knowing advisees quickly. One technique to be used the first day of school is to have the students divide into pairs to learn as much as they can about each other in a ten-minute interviewing period. Ask them to jot down all they can find out through questions about name, family, pets, favorite sports or hobbies, talents, likes and dislikes, summer fun, past schooling and interests. Give each youngster a chance to introduce his partner. An adolescent dislikes getting up to talk about himself but he will enjoy describing the person next to him whether he has known him before or not. Because a child often finds out information helpful to a teacher, the advisor can jot down on his card file pertinent material. He will want to record more than facts. In this first meeting he will learn which children appear ill at ease, emotional, aggressive, well-organized, thorough, or attention-getting.

The youngsters profit from this method of introduction because on this very first day each one will have talked at length to another boy or girl, will have spoken before the group on an interesting subject: his peers. In this give-and-take a teacher may participate with the group as another group member to be introduced or may answer the questions about herself in a demonstration of how it may be done. This satisfies the children's curiosity about the teacher and makes her more human in their minds.

To establish rapport between student and teacher, another suggestion is to have the teacher give the students the feeling that this homeroom is really theirs to care for and enjoy. She can point out all the good features, what equipvolunteers for such jobs as bulletin-board chairman, librarian, gardener, office messenger, and supply chief. Getting their exhibits of pictures, postcards and souvenirs from summer trips up the first week makes the room become of real interest to them. If an advisor made it a rule never to do for the group what some child could do, she would not only save time but would give her students the responsibility they want in order to seem more grown-up.

Sociogram Helpful

To arrange seating ask the children to write down two or three people by whom they'd like to sit. By making a sociogram an advisor quickly knows which ones are isolates. In fulfilling the children's requests, a clever advisor can arrange a seating chart so that the children not chosen are sitting either in the center of activity or near children apt to be friendly. It helps the advisor to know immediately through the sociogram who the leaders are. She can use them in starting group activities so that their leadership becomes positive from the very beginning. She can use them to help bring the shy ones into advisory plans.

Later in the first semester when rearranging seating it is worthwhile to ask each student to write the name of a boy or girl he doesn't know very well but whom he would like to know better. This technique often softens clique lines so strong in adolescence, and again brings isolates into the group.

For the advisor's benefit, she can use several well-known procedures to learn more about each individual. In using the questionnaire or expressionnaire, it is a good policy for all advisors in the system to study those in use in other schools, then make up their own to fit their needs. When reading student answers to questions on interests, abilities, fears, ambitions, needs or problems, the homeroom teacher can record most vital facts on advisory file cards.

An autobiography written by each child gives personal information often not recorded elsewhere. These stories should be written in advisory sessions, rather than at home, to get a true picture of what the child considers important in his life. Parent-child relationships are often better understood from incidents described in an autobiography.

Recommends Interview

An interview with each child is one of the best techniques for getting acquainted quickly. These interviews should be held after the advisor has digested facts gleaned from questionnaires, tests, and autobiographies. Interviews should be held with each student each quarter if possible. An effort should be made to get special teachers or counselors to excuse children individually from gym, music, art, shop, and library courses during the first two weeks. Study period time can be utilized if the advisors will pool their ideas.

Parent interviews and parent-student-teacher conferences are excellent ways of getting to know the pupils better. These conferences are preferable to written reports to the parents.

When the homeroom teacher has used these various methods to study her group, she needs to share her understanding of each advisee with all other teachers, and to put her information into active guidance. She should see that each pupil contributes his talents in group projects.

An attitude of "we-ness" develops when everyone shares the work on an advisory project. Pride in building a good group reputation grows. Adolescents need both the opportunity to talk over their problems in advisory and to work them out in active participation in various projects. They usually see each other in a very clear light and will cooperate fully. If the advisor has done her best, the atmosphere in which the maximum growth of each child and the progress of the group are possible will be produced.

Lists Activities

Suggested group activities include the Red Cross, Parent-Teacher Associations. Committee for American Remittances to Europe (CARE); other possibilities are giving a play, having discussions on teen-agers' problems, or running a canteen. Such activities as editing a weekly, monthly, or yearly school publication, managing the school lunch room, taking charge of an assembly, assuming responsibility for the school grounds, and running the school patrol are all good ways of developing a greater sense of responsibility. Participation in these activities will help a child reach his full potential as a useful member of the school community.

ALREADY BITTEN

The mother was briefing her young daughter, who was about to return a little friend's call.

"If they ask you to stay for dinner," she instructed, "say, 'No thank you, I have already dined.' "

But during the visit, the friend's father said, "Come along, my dear, and have a bite with us."

"No thank you," the youngster replied. "I have already bitten."

DEFT-INITION

Cauliflower is nothing but cabbage with a college education — *Mark Twain.*

A Tentative Determination of the Number of Numbers Already Consumed and an Estimate of Their Probable Forthcoming Scarcity

Robert Tyson
Department of Psychology and Philosophy
Hunter College, New York City

Professor Tyson, a frequent contributor to The Journal, gives statisticians an hilarious roasting in this article.

Leading educators have repeatedly emphasized that, other things being equal, there is no small likelihood that the foreseeable future is impending. * The current situation is characterized by two significant features: ‡

1. Researchers have already used up an estimated 87% of our national supply of statistics.

2. The *best* statistics were used up years ago. ‡

It is not too much to say that unless new sources of raw digits are uncovered, thousands of persons in the field of education who have depended on statistics as a substitute for thinking will be compelled to apply portions of their minds either unexercised for years or actually non-existent in the first place. Plastics have numerous qualities which make them unequal to the task.

In this emergency, three approaches, palliative at best, have been proposed:

1. Conserve digits by using numbers that are as small as possible. (Large numbers may be divided, or portions may be subtracted, with no loss of reader comprehensibility.)

2. Whenever possible, employ totals of less than 100%. Few readers are even aware of the change, since they skim numerical tables more for emotional reassurance than close inspection for correctness.

3. Use each statistical finding repeatedly, as long as it remains serviceable. Under present circumstances, a new finding for each piece of research is an unthinkable extravagance. It is quite feasible to state again and again, in different connections, "Fully 69%," with no observable deleterious effect.*

The field covered is, like all respectable research, "rich in possibilities." As is also customary, to guard against the practical certainty that the results are in error, it must be stated that "further study is needed."

As Peristophales said in ancient Greece, *"Non solum sed etiam."*

*If Schlotzhausner's hypothesis should be verified, appropriate adjustments in the statement would be an inevitable consequence. Any change would be for the better.

†W. Anglethorpe employs the term "outstanding" in place of "significant," but the objection appears to be a semantic quibble. N. F. Afterlocken, in turn, has contributed a note on Anglethorpe's quibble.

‡This finding is questioned by T. Schnortzinger and his coworkers, but you know how they are.

*According to Sheels' Law, occasionally referred to as Biffin's Baffle, educators are too cowed by the presentation of statistics to question their validity.

Stop, Think and Teach!

Wendell S. Brooks, Jr.

Whether you work with 6-year-olds or college students, it's good teaching to shed your perfectionism, your expectations that learners will meet the standards set by experienced adults.

Wendell Brooks, who hammers this point home, is connected with the School of Education at Montana State University.

It's been one of those days. Just one little thing after another, but they've all mounted up to turn you into a very tired teacher. After a free reading period, the boys and girls are back in their seats, eagerly waiting to be dismissed.

That's when your eye falls on the bookcases and reading tables in the far corner of the room. Say a hurricane had struck there, and you'd be understating. Some books are on the shelves back side to; others are still out on the tables; magazines sprawl on the floor.

The bell will ring in just one minute. You look at the boys and girls. You sigh, resigned. Probably the first thought that comes to your mind is, "I might as well straighten up myself. If I ask the boys and girls to do it, they'll make a fuss."

Just a minute. Why? Obviously they have not learned that putting the books away goes along with the fun of free reading. Here's an opportunity for you as a teacher. Still, you argue with yourself. "I'm tired. And I'll have to do it all over again, anyway, after they finish. If I want the job done right, I'd better just do it myself in the first place."

Maybe it isn't a messy bookcase. Perhaps there's a bulletin board display to be prepared, or art work to arrange on the walls. Maybe it's simply cleaning up the blackboards.

How many times has the thought run through your mind, "If I want

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the job done right, I'll do it myself " How many times have you given in to temptation?

Well, next time, don't! These are chances to really teach — to teach by giving the members of the class work experiences. Sure, you'll have to give directions at times. You will have to show the boy or girl how to do some particular jobs the first time. And above all, you'll have to be patient.

Naturally the children won't do the job as well as you could have done it. But they'll be learning and you'll be teaching.

None of us is indispensable. Our job is preparing others to take our places in society. We show them the way through guidance and teaching. When you do the job yourself, you have taught no one.

Whether you're a classroom teacher or an administrator, the next time the thought occurs to you, "I might as well do it myself," just pause a minute. Recognize opportunity knocking. Yes, it's time for you to STOP!, THINK . . . and TEACH!

My Teaching Is Easier Because ...

I have devised a system of selecting effective classroom committees — committees whose members cooperate, get things done, and enjoy their work. The results are well worth the extra trouble.

Children are told that they will help choose their classroom committees. They are guaranteed at least one of their choices. They are told that since many children will choose the same people it will be impossible for them to have *all* of their choices.

Each child is given a card and told to write the names of two boys and two girls with whom he would like to work. The names of any children with whom he would particularly dislike to work are to be placed on the back of the card. Children are assured that this information will be treated confidentially. Information obtained from the cards is entered on a large cross-ruled sheet on which names of children are listed in the same order both vertically (choosers) and horizontally (chosen). A glance at this sheet will show who each child has chosen and who (if anyone) has chosen and/or rejected him. Using this tabulation sheet committees are chosen in accordance with these guiding principles:

1. Insofar as possible, place mutual choice children together. Avoid putting many of the most frequently chosen students on the same committee, however, since these students can be used as cores around which to build other committees.
2. Do not place a child with children who have rejected him.
3. Place isolates (children who have received no choices) on a committee with a child or children *they* have chosen.
4. Whenever possible, avoid placing more than one or two isolates on each committee.
5. Insofar as possible, place about the same number of girls as boys on each committee.
6. After committees have been selected, allow each committee to elect its own chairman.

Onas C. Scandrette

South Kitsap Junior High School
Port Orchard, Washington

WHAT'S THE USE?

"Guess what, mother! Today we are studying about Washington's home at Mount Vernon," exclaims my fifth grader as he comes rushing into the house at noon.

"And did you say you've been there and have some colored slides you could show?" I query.

"Aw, what's the use?" asks Jim disgustedly. "She wouldn't be interested anyway. You know she wouldn't show my Concord slides when we were studying about the Revolutionary War."

Yes, that's right, she wouldn't. And so another boy says, "What's the use of sharing? Nobody's interested anyway."

Yet Jim has traveled with his father, who teaches history; his mother, who has long been interested in color photography; and his older sister, who wants to see what she has studied in history and geography.

We explore and record and discuss what we see. We can bring to life in colored slides what the history or geography book can only describe inadequately.

His teacher says she must first make arrangements to use the projector when it is convenient. Yes, the school has its own projector and special movie room for the use of its nine teachers and their pupils. But Jim's slides have been in the teacher's desk for weeks. So he sits quietly waiting to be called on and thinks, "What's the use?"

Videtta Kleinfelter

THE NEWS DIGEST

Fashion Institute Becomes Modern Community College

NEW YORK, N. Y. — With the cooperation of the Board of Education, industry leaders, and New York State, this city has just opened its first publicly supported two-year community college. Known as the Fashion Institute of Technology, it is situated in the $4,000,000 building that also houses the Central High School of Needle Trades on West 24th Street.

The two major courses offered are one in the field of design, either apparel, millinery, or textiles; and one in scientific management which will treat of the principles of industrial engineering as applied to the the apparel industry. A major aim of the college will be to strike a proper balance between technical and general education. Courses in communication skills, social studies, and science will be given for this reason.

The Fashion Institute was first opened as a technical school in 1944. The ground for its present status as a community college was laid in 1948 when the New York legislature passed the law creating a university system.

All state students are admitted to the institute tuition free. Their tuition costs will be paid by the Educational Foundation, made up of representatives of labor and of management in the garment and kindred trades. In the last seven years, funds raised by the foundation from private sources have played a large part in maintaining the institute.

Out-of-state, part-time, or extension students may be charged certain fees.

Ambitious Adult Project Gets Underway This Month

NEW YORK, N. Y.—Under the leadership of Dr. John S. Diekhoff and Dr. Robert A. Love, adults located near 31 or more of the nation's leading colleges will soon be invited to participate in the first nationwide experiment to test their interest in college courses requiring heavy thinking. The project is the first of a series to be undertaken by the new Center for the Study of Liberal Education for Adults recently established in Chicago with a grant of $160,000 from the Fund for Adult Education, an affiliate of the Ford Foundation.

Dr. Diekhoff is director of the center and Dr. Robert A. Love is chairman of its governing committee. They made the announcement jointly.

The center has sent out to a group of colleges study-guides for five one-semester courses designed especially for adults. The students will be faced with reading assignments presenting conflicting viewpoints and asked to weigh these on the basis of his own experience.

The courses and a brief description follow:

1. "An Invitation to Literature." Readings here include some from the Bible, Anatole France excerpts, poems by W. H. Auden and Walt Whitman, literature from "Othello" to "Frankie and Johnny."

2. In "The American Tradition," students will study the basic documents in America's history.

3. "World Politics" will give students knowledge about democracy, Fascism, and Communism, the United Nations, the aims of American and Russian foreign policy and world government.

4. "Analytical Reading" is designed to develop skill in reading with understanding. Political, historical and philosophical works are subjected to close analysis.

5. "Group Living: Its Influence on Attitudes and Behavior" confronts the adult student with the necessity of analyzing his own habits of thought and conduct. Social factors in child development, leadership, and prejudice are topics in this course.

There will be no academic requirements for any of the courses, and adults will be free to choose them on the basis of their own interests. Each of the cooperating colleges will decide which one or more of the five courses to present, and Dr. Diekhoff has emphasized that there is no intention to restrict the cooperating colleges to the use of the present course outlines.

The courses are being given for the first time this month. Dr. Diekhoff, as associate professor of English at Queens College and a Milton specialist, served as executive officer of the curricula branch of the Army Service Forces School Division during the war, and has twice undertaken special research projects for the New York City Board of Higher Education.

T. V. Seen Robbing Children of Play

NEW YORK—"With television and radio serving as the common recreational denominator for many boys and girls today, many youngsters are being robbed of the active play of childhood." So declared Mrs. Adele S. Mossler, director of the Play Schools Association, in her report at the organization's annual meeting. Mrs. Mossler asserted that play groups could help overcome this lack.

The director went on to point out the complications produced by children going to school in shifts. She explained that the term "after school" could mean all afternoon to a child on the morning shift, instead of just the time from 3 P. M. on.

Northwestern Plans New African Center

EVANSTON, ILL.—The Carnegie Corporation of New York has made a five-year grant of $100,000 to Northwestern University for estab-

AASA Schedules Regional Conventions

All-day clinics and discussion groups will be featured at three coming regional conventions of the American Association of School Administrators, which begins with the St. Louis meeting Feb. 23-27. Another group will meet in Los Angeles March 8-12 and the last meeting will be April 5-9 in Boston.

Among the topics to be considered are high school programs and national defense, school public relations in smaller comunity school systems, air age education for today, needs in teacher education and certification, appropriate citizenship education for today, what kind of state departments of education we should have by 1960, and community programs of adult recreation.

The organizations planning to meet in all three cities at the same time as the AASA conventions: American Educational Research Association, Department of Elementary School Principals, Department of Rural Education, Association for Supervision and Curriculum Development, Department of Classroom Teachers, Association for Childhood Education International, National Association for Nursery Education, National School Boards Association, Citizenship Education Project, International Council for Exceptional Children, Department of Home Economics.

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lishment of an African Study Center and continuation of the African Area program. The center will carry on and encourage African research, train personnel, disseminate information concerning the continent, and help integrate research activities in the field.

The center is an outgrowth of the Institute on Contemporary Africa held in Summer of 1951.

Weymouth Pushes School Building

WEYMOUTH, MASS. — Fighting hard to keep ahead of the rising tide of new pupils, school officials here are vigorously pushing their school construction program. Classes started recently in the new Elden H. Johnson elementary school, which has facilities for 420 children in its 12 classrooms.

A recently-dedicated junior high school in South Weymouth houses slightly more than 600 pupils and cost $1,367,000 complete. Glass windows covering all the space from floor to ceiling and wall to wall are found at the end of each corridor. Its isolation from streets and houses provides large, safe athletic areas.

Work on another new elementary school, the Homestead School, has been lagging behind schedule because of the government pinch on building materials. Because of the shortage of copper and steel, some "ersatz" materials will have to be used in the construction.

Says Parents Should Help Choose Texts

NEW YORK, N. Y.—Speaking recently at the annual conference of the United Parents Association in the Waldorf-Astoria Hotel, Dr. Willard E. Goslin, former superintendent of schools in Pasadena, Calif., recommended that American history textbooks used in public schools be selected by representative groups of citizens working with teachers and members of Boards of Education. He added that the texts should be chosen by those who teach from them as well as by representatives of labor unions, business groups and parents.

Dr. Goslin went on to assert that rising racial and nationalistic tensions would yield "only to education."

Speaking at the same meeting, Mrs. Ruth Farbman, president of the federation, asserted that both right-wing and left-wing groups were leveling "vicious and unfounded attacks on modern education" in attempts to "wean our community away from democracy toward their type of totalitarianism." She said that such attacks as have been successful were made possible "in large measure because of the ignorance and indolence of unorganized parents".

School Day May Need Lengthening

CAMBRIDGE, MASS. — A group of Harvard educators have just issued a report calculated to darken the future outlook of the nation's school children. They declared that the current school day might not be long enough in 1960 or thereabouts "to meet the increasing complexity of knowledge and the larger area of experience which the schools must supply."

The report, made to the school department of Pittsfield, Mass., came from a group of 25 people connected with the Center for Field Studies of the Harvard Graduate School of Education. Pittsfield is planning two new junior high schools.

The report had this to say on the length of the school day: "At some point in the development of richer educational experience for all the children, not just those who volunteer for a longer day, Pittsfield is going to have to decide whether to extend the day, or eliminate some of the desirable non-academic or academic offerings in the curriculum, or permit some pupils to leave the school without sharing in some of the desirable experiences it provides."

Compulsory Education Attacked by Darden

CHARLOTTESVILLE, VA.—"Unwilling, uninterested, and comparatively less competent" pupils should not be forced to go to high school, declared Colgate W. Darden, Jr., president of the University of Virginia, in a recent speech attacking compulsory public education beyond grammar school. Darden declared that by "keeping inferior students in high school we have watered down the education job we could do for the good students."

The educator proposed that the system of apprenticeship popular in Thomas Jefferson's day and on until the middle of the 19th century, be enlarged so that youngsters could learn trades under the tutelage of more experienced men without having to attend school to do so.

Darden proposed that the teachers, in conference with school principals,

should decide whether or not the student should be dropped from school.

Sees Bright Future For Small Colleges

CRAWFORDSVILLE, IND. — A hopeful view of the future of small colleges in this country recently was expressed by Dr. Frank H. Sparks, president of Wabash College. Dr. Sparks said that "far from facing extinction," the small liberal arts colleges scattered widely over the Midwest are "heading into as bright a period as they have ever experienced."

To back up his statement, the educator listed five factors:

1. "Education has a terrific grip on the American people who will send more and more of their children to college.

"2. Everyone is talking of the 10 per cent drop in enrollment in independent colleges. Nothing is said about the 100 per cent increase in college attendance in the last decade. In a market growing that rapidly, there is no reason why an efficiently run college cannot survive.

"3. The increased birth rate of the 1940s will begin to affect college enrollments around 1958.

"4. The emotional commitment of individuals to their college institutions will mean continued philanthropic gifts at a good level.

"5. There is widespread interest among businessmen in the program of the independent college, and our institutions can look to them for increasing assistance."

Drexel Institute Plans Expansion

PHILADELPHIA, PA. — A campaign to raise $5,050,000 for new facilities in West Philadelphia—with construction scheduled to proceed through the Winter—has been announced by Drexel Institute of Technology. The program includes a laboratory building for the teaching of basic sciences, a new library, a physical education building, a student activities center, and an on-campus dormitory for women.

Dr. James Creese, president, has announced that the buildings will be financed entirely by private donations. H. Russell Bintzer is in charge of the development program. An entire block bounded by Market Street on the north, 32nd Street on the east, Chestnut Street on the west, will become a greater Drexel Institute campus. Buildings and property in that block are being acquired.

Floor plans for the Basic Sciences Building, slated to be the first completed part of the project, provide for laboratories and classrooms for chemistry, physics, and biological science, as well as three lecture auditoriums. The cost of the building has been estimated at $1,400,000, and construction is expected to begin late this year.

Urges Closer Cooperation For Better Training Programs

DETROIT, MICH. — Calling upon the nation's business and educational leaders to unite in an expansion of training programs to increase the efficiency of America's 20,000,000 business people, Dr. Robert A. Love, director of the evening and extension division of the New York City College School of Business, offered a five-point program to achieve this aim. The points were:

1. Sell your own college officials on including as a major function of evening colleges the task of serving the needs of business by developing business training.

2. Sell business organizations and individuals on cooperation with the development and publicizing of these programs.

3. Secure cooperation from national business groups. Since their cooperation is obtainable only if the resulting training program is to be offered on a countrywide basis, on the local level a program suitable for offering in the many Association of University Evening Colleges branches should be developed.

4. Point out to business leaders, trade and business organizations, governmental officials, and editors the need for this training.

5. To obtain adequate budgets, secure advances against future income and other valuable benefits to conduct local developmental work.

Dr. Love made these suggestions in an address at the AUEC convention here.

Board Election Urged

NEW YORK, N. Y.—Fiscal independence for the Board of Education; election of the board rather than the present appointment, and the transfer of the four municipal colleges to the University of the State of New York are recommended in the Education Management Study, the first findings of which were made public recently by the Mayor's Committee on Management Survey.

Huge Exposition Held

SEATTLE, WASH. — Every one of Seattle's 65,000 school children participated in the gigantic Centennial Exposition held recently for the benefit of the citizens of the community. A sheet metal mechanical man made by the students of Edison Technical School was a popular exhibit; other displays illustrated the history, resources, industries, recreation, and culture of the city. The Exposition provided a golden opportunity for integration of work in the basic subjects, a cardinal principle in Seattle public school philosophy.

Coach Clinic Set

CINCINNATI, OHIO—An athletic coaches' clinic devoted to football, basketball, and track will be one of the features of the 39th annual convention of the Midwest Association for Health, Physical Education and Recreation, scheduled to be held March 17-19 in the Hotel Sheraton-Gibson.

Speakers will include Dr. Kenneth MacFarland at the opening general session; Dr. William Alexander; and Drs. C. H. McCloy and Bernice Moss. Physical education demonstrations are slated as well.

No Room for Tolerance

(*Continued from Page 53*)

come in contact with the cultures of all races and find what they have to offer. While she was a primary student, young enough to think her teachers were perfect, I would want her to have a teacher of Negro birth; so my daughter would learn from experience the colorful heritage of this race. I would want her to have a teacher of Asiatic origin; so she would realize the beautiful philosophy of a race which once led the world in culture. I would want her to come in contact with teachers who had wide-spread and varied backgrounds, who represented many lands in their not-so-distant ancestry.

Men Should Teach

I would want her to come under the influence of men as well as of women while she was of grammar school age. Many men who enjoy working with small children leave the grammar school to women teachers and devote themselves to teaching the high school group, because of an unwritten tradition that the small child belongs under feminine care. It may be that the small child has too much of the feminine influence in this world and not enough of the masculine viewpoint. I would like my daughter to learn the masculine approach to problems and to life as well as the feminine approach.

Small children have a close bond of friendship and love with their teachers. It would be hard to prejudice a young adult against other races when he had spent many years working with members of those races and had loved, respected and appreciated them. Maybe the young adults who were taught to "appreciate" would find it easier to get along with other nations and other races than the young adults of our generation who were taught to be "tolerant."

Here and There

● Public and private school students in the San Francisco Bay area now have an opportunity to attend Tuesday afternoon planetarium lectures at the City College of **San Francisco.** The main projector reveals the positions of 1,500 stars as observed from any latitude 20 degrees south of the equator to any latitude up to 90 degrees north at the North Pole.

● Professional education of industrial teachers and coordinators is being combined with practical working experience in various jobs in a new program at the **University of Michigan** School of Education. University officials have established a new vocational industrial curriculum leading to the degree of Bachelor of Science in Education.

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Your Textbook Reporter

Speech Therapy

The authors of *Speech Therapy with Children* have brought clinical experience, the researches of others, and plain common sense to bear upon their task. The goal of efforts in the area of speech correction they believe to be not only better functioning of the organs that have been out of control, but also more normal behavior in social situations. Hence, they recommend, as a basic pattern for the curative task, that children be taught in a group, not singly, and that the group be composed of members having not one uniform difficulty, but a variety of defects. Thus children afflicted with cerebral palsy, stuttering, retarded speech, impaired hearing, cleft palate, or difficulties with certain letter sounds, like **s, z, l,** and **r,** should be associated in the same class, where each can work on his own problem in company with others and realize that these others have handicaps, perhaps different from his own, but equaling his in difficulty.

This theory having been established in the first half dozen chapters, the text goes on to provide specific suggestions for attacking the respective defects, always through conversation rather than forced drill. Talk is stimulated with the use of chalk, crayons, tickets, balls, and other objects and through games.

This brief sketch gives only the clue to the methods suggested by the authors. They have much more to tell that is of value to teachers specializing in this remedial work. Here, as elsewhere, intuition can learn from science.

SPEECH THERAPY WITH CHILDREN. Backus, Beasley. Houghton Mifflin Company, Boston. $3.00.

Knotty Problem

The knotty legal question of religious and parochial uses of public school facilities is explored thoroughly in *Community Uses of Public School Facilities,* written by Harold H. Punke to throw light on an important problem by quoting pertinent court decisions. Other aspects of such use of school facilities are covered with equal comprehensiveness.

COMMUNITY USES OF PUBLIC SCHOOL FACILITIES. Harold H. Punke. King's Crown Press, New York City. $3.75.

Social Learnings

Those little somebodies who have just learned to read will be needing practice. So why not give them books that satisfy their curiosity about things that go on around them—such as how the milk gets to the porch, and how all that food comes to be in the self-service store?

Very well, then. We shall have to add to the Social Learnings Readers a pair of books: *Mother's Story of Dairying* and *Bob's Story of the Retail Food Market.* The vocabulary is composed not only of simple words, but of interesting ones.

MOTHER'S STORY OF DAIRYING and BOB'S STORY OF THE RETAIL FOOD MARKET. Marie Elizabeth Smith. Charles Scribner's Sons, New York, $1.12.

Arithmetic Learning

Behold arithmetic in a box. No, in four boxes. Not the whole of arithmetic, either, but those four basic facts of addition through divison that call for practice. This practice is turned into a game, played like Bingo or Lotto.

There is the Say-it addition game in one box, the Say-it subtraction game in another, and so on. Cover cards are to be matched with player cards until all the hundred or so of facts or relationships in each of the basic processes become automatic.

The game will not supply all the facility that is needed, but surely ought to help.

ARITHMETIC LEARNING SERIES. Edward W. Dolch, Ph. D. Garrard Press, Champaign, Illinois. School prices: $1.25 per game; $4.50 per set.

ALSO RECEIVED

*B. M. Farley "What to Tell the People About the Public School" **Contributions to Education**—No. 355. Bureau of Publications—Teachers College—Columbia University.

A Laboratory Course in Biology. Adell and Welton. Ginn and Company, Boston. $2.20. Workbook and manual for high school.

A Farm for Juliana. Maud Dilliard. E. P. Dutton & Co., New York. $2.50. Children's fiction with seventeenth century setting.

Developing Discussion in School and Community. Distributed free of charge by Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio. Guidance in the introduction of discussion techniques.

Economics of Income and Consumption. Canoyer and Vaile. Ronald Press, New York. $4.50. Acquainting college students with field of economics.

Hans Anderson, Son of Denmark. Opal Wheeler. E. P. Dutton & Co., New York. $3.00. Biography for children containing six tales re-told.

Report of the Sixth Annual Conference. University of Pittsburgh.

Judith, Daughter of Jericho. Amy Morris Lillie. E. P. Dutton & Co., New York. $2.50. Story of girl who grew up in time of Christ.

Meaningful Art Education. Mildred M. Landis. Chas. A. Bennett Co., Peoria, Illinois. $4.00. Modern art philosophies as applied to classroom situations.

Our Yankee Heritage, The Making of Greater New Haven. Carleton Beals. Bradley & Scoville, Inc., New Haven. $4.50. Eighth and ninth grade social studies.

The Camp Counselor. Benson, M.D., and Goldberg. McGraw-Hill Co., New York. $4.50. Promoting physical, mental, emotional and social well-being of campers.

U.N.: How and When It Works. Peter Kihss. Foreign Policy Association, New York. $.35.

Working Your Way Through College. Kenneth C. Rathburn. Cavalier Publishing Co., P.O. Box 8, Cambridge, $1.25. Practical guide for high school and college students and advisors.

Occupational Outlook Handbook. 1951. Superintendent of Documents, Washington, D. C. $3.00.

The South American Handbook: 1951. H. W. Wilson Co., New York. 770 pages. $1.50.

Substitutes for the Comic Books. Constance Carr. National Council of Teachers of English, Chicago.

Teaching the New Arithmetic. Guy M. Wilson. McGraw-Hill Book Company, New York. $4.50. New second edition.

World Geography. John H. Bradley. Ginn and Company, Boston. $3.72. New edition.

How Can We Pay for Defense? Maxwell S. Stewart. Public Affairs Committee, Inc., 20 cents.

Italy. Massimo Salvadori. Foreign Policy Association, 22 East 38th Street, New York City.

(*Continued on Page 70*)

Pasadena Story. National Commission for the Defense of Democracy Through Education of the National Education Association.

How Big? How Many? Gladys Risden, Ph. D. Christopher Publishing House, Boston. $3.50. Arithmetic for home and school.

Industrial Advertising. How to Prepare for Your Career. Chicago Industrial Advertising Association.

Psychology and Its Bearing on Education. C. W. Valentine. Philosophical Library, New York. $6.00. Comprehensive textbook.

Spinoza Dictionary. Edited by Dagobert D. Runes. Philosophical Library, New York. $5.00.

A Statistical Analysis of the Organization of Higher Education in the United States, 1948-49. Richard H. Ostheimer. Columbia University Press. $2.50. First of a series for the Commission on Financing Higher Education.

The Freedom to Move. Oscar W. Cooley, Paul Poirot. The Foundation for Economic Education, Inc., Irvington-on-Hudson, N. Y. Points out the economic dangers in restricting the right of free movement of peoples.

Administrative Concern for Individual Differences. Charles Berthhold, Ph.D. Bureau of Publications, Columbia Teachers College, New York .$3.50. Adaptability of secondary schools to provide for individual differences.

Cursive Basic Handwriting. Stone, Smalley, Coke and Birch. Charles Scribner's Sons, New York. $.36. Series for grades one through eight.

This Fascinating Animal World. Alan Devoe. McGraw-Hill Book Company, New York. $3.75. A thousand and one answered questions.

Logic for Living. Henry Horace Williams. Philosophical Library, New York. $3.75. A statement of logic and its application to modern problems.

Special Vocational Issue of the bulletin of the Minneapolis public schools. Outlines, with clear pictures, the various phases of the vocational education program there.

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The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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